N. C. State College of Agriculture and Engineering
N. C. State Department of Agriculture
N. C. Agricultural Experiment Station, and
U. S. Department of Agriculture, Cooperating

Agricultural Extension Service

B. W. KILGORE, *Director*

Raleigh and West Raleigh

THE SCHOOL PIG

BY

J. E. MOSES, AGENT IN CHARGE,
N. C. PIG CLUBS AND SWINE EXTENSION.

INTRODUCTION

While comparatively new in a great many places, the School Pig project has been carried out very successfully in a large number of rural schools throughout the Southern States. It has been found of value to the school financially as well as a means of vitalizing the study of Agriculture and its allied subjects. It has also proven very valuable to the community as a means of stimulating a greater interest in the growing of better hogs, and in bringing the patrons in closer touch with the school.

At this time, when there is such a world-wide demand for increased pork production, likewise a non-paralleled need for better schools to prepare the youths of the country for the new conditions which are sure to follow the present world war, it seems an opportune time for the promotion of such a project.

THE PLAN OF THE SCHOOL PIG PROJECT

Before undertaking this project, the teacher should find if there is a pupil or pupils living near enough to see that the pig is watered and fed on Saturdays, Sundays, and other days when there are no classes. This being determined, the pupils, and if possible the patrons, should be interested in the proposition.

The next step is to get the pig. The most desirable way to get one for this purpose is to induce some local breeder to donate a pig to the school. If this cannot be done, money might be raised by subscriptions from the pupils and patrons to pay for one, or money can usually be borrowed from a bank and returned out of the proceeds from the sale of the pig.

One school, Laurel Hill, in Sampson County, has secured four pigs as premiums for getting a certain number of subscriptions to a well-known farm paper. This benefits the community by stimulating the reading habit among the patrons of the school.

Before the pig is brought to the school, there should be a suitable place provided for its quarters. This will consist of a small lot, a good, dry bed, prefer-

ably a house, and a trough. Providing this equipment should be done as far a possible by the pupils. It will be a valuable laboratory exercise in farm mechanics. The wire, staples, nails, lumber, and other material can often b obtained as contributions from local stores or lumber mills. It is well t appoint committees among the pupils to get up the material.

Crops should be planted for the pig. Such crops as rape, rye, oats, wheat vetch, and the clovers are best adapted to this purpose. They may be graze by the use of hurdles or temporary fences, or they may be cut and fed as soi ing crops. The growing of these crops furnishes laboratory exercise for th class in Agriculture.

The pig can be fed largely from the wastes from the pupils' lunch basket It thus converts into a valuable article of human food that which is usuall

FIG. 1. School Pig at Laurel Hill School, Sampson County.

scattered promiscuously over the ground, to be picked up by dogs which ar always a nuisance to the school and often more than worthless at home. Som grain feed is necessary to supplement the wastes and the green feeds grown o the school ground. The best feeds for this purpose are corn, wheat middling soybean meal, peanut meal, or other concentrates. A lot of this can be ob tained by contribution from the homes. What cannot be obtained in this wa can be bought and fed very profitably. In using such feeds, they should b mixed in approximately the following proportions:

Corn..... 1 part	Corn..... 5 parts	Corn..... 2 part
Wheat middlings 1 part	Soybean meal.... 1 part	Peanut meal..... 1 part

The teacher should have a supply of bulletins on all subjects as they ar taken up by the class, these to be used as supplements to the text-book Assignments may be made by subjects rather than by pages.

A FINANCIAL ASSET TO THE SCHOOL

he School Pig means a greater net profit to the school than to the indi-
ıal; for, as stated, the pig, wire, lumber, and feed can usually be obtained
ittle or no cost to the school, while the money received from the sale of the
is always worth full value. With hogs selling at from 18 to 20 cents per
nd, live weight, it should be an easy matter to have a pig at the close of
ool worth from $35 to $40 for meat. If a registered pig is used, so that it
be sold for breeding purposes, it should bring more than this.
; is best to begin with a pig about three months old, as it will thus have to
through its most rapid and profitable growing period while belonging to
school.
he Laurel Hill School realized during three terms from their four pigs a
1 of $67.75. This money was expended, says the teacher, Miss Bessie

G. 2. Principal of School, County Agent, and group of Pig Club girls planting grazing crops for school pig at Sunnyside School, Gaston County.

ıghtry, in the purchase of school furniture, payment on piano, and in buy-
War Savings Stamps for the school. Miss Daughtry states further: "The
ool Pigs have helped the whole community, because the patrons became
erested in the enterprise, and, for that reason, more deeply interested in the
ool. It tended to bring about a spirit of coöperation between the school and
rons that was very beneficial to both." Mr. J. W. Pearson, a patron of this
ool, says: "At the time we started with the School Pig, there was only one
ı in the community who had pure-bred hogs. Now there are six or eight.
ıas helped the community in that way, if no other."
Irs. J. H. Shelby, teacher at Pomona School, Johnston County, tried the
ool Pig project last year and found it very successful. In this school the
belonged to the fifth-grade boys, who, with the aid and advice of the

teacher, fed and cared for it themselves. To supplement the scraps from the lunch baskets, they brought from home such feeds as corn, collards, potatoes, buttermilk, etc. On Commencement Day this pig was sold at auction on the public square of Smithfield, the county seat, for $16.50, the money being used for school improvement.

The School Pig project furnishes an excellent means for raising a library fund even in the smallest schools.

THE VALUE OF THE SCHOOL PIG IN THE TEACHING OF AGRICULTURE

The School Pig project can be made the means of vitalizing the study of Agriculture and its allied subjects, if properly conducted. Nothing stimulates interest in a subject more than being able to put into practice the things studied in the text-books. This practical or laboratory work is all the more valuable when there is a definite object in view other than the mere doing of a laboratory exercise. Suppose the class is studying the subject of Feeding of Animals, the pupils will more easily learn the principles of balancing rations, amounts to feed, or how much gain to expect from a given amount of feed, by feeding a pig for the purpose of making the most out of it by the close of school, than they would by doing the same work for the purpose of learning how to do it.

Producing the best pig possible at the least possible expense may likewise be made the main object with the pupils in laboratory exercises or practical work in fence building, farm mechanics, concrete mixing, farm sanitation, soil study and testing, fertilization, seed testing, planting, study of crops, value of crops for grazing, harvesting, etc.

Teachers can obtain assistance in this work by calling on their County Farm Demonstration Agent, or by writing the Office of Pig Clubs and Swine Extension, West Raleigh, N. C.